

CONTINUOUS IMPROVEMENT PLAN (2023-2024)

NARRATIVE - TEMPLATE PART 1

LEA	# 061	Name: Blaine County School District	
Superintendent	Name: Jim Foudy		Phone: 208-578-5001
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CIP Contact	Name: Adam Johnson		Phone: 208-578-5002
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Instructions: Your Continuous Improvement Plan must include a mission statement and vision statement. Please provide them in this section.

Mission and Vision - REQUIRED

The mission of the Blaine County School District is: to inspire, engage, educate, and empower every student.

Vision Statements:

- All students will be **inspired** to develop intellectual curiosity through meaningful opportunities.
- All students will be **engaged** actively in our learning community through relevant and real-life experiences.
- All students will be **educated** to develop strong foundational and analytical problem-solving skills to graduate ready for post-secondary success.
- All students will be **empowered** to make positive choices through continual social and emotional development.

Instructions: Per statute, please describe how your school district or charter school considered input from the community in developing or revising your Continuous Improvement Plan.

Community Involvement in Plan Development - REQUIRED

Blaine County School District is committed to creating a meaningful Continuous Improvement Plan that has been created with vast stakeholder input and is a guiding document that reflects annual progress towards the district's five-year strategic plan. The development of this plan began in August with a District Guiding Coalition work sessions, followed by District Leadership Team and Building Leadership teams work sessions. These sessions allowed teams to gather and review performance data and establish goals for the upcoming academic year. To solicit additional public input this plan was advertised for the September Board meeting and comments were accepted and recorded in writing. This plan was adopted by the board of trustees on 9/12/23 and will be revisited on a continual monthly schedule for the next calendar year at monthly public board of trustee meetings.

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BLAINE COUNTY SCHOOL DISTRICT MONTHLY BOARD MEETING REPORTING AGENDA

Month	Report	Responsible Administrator or Director
September	Student Enrollment	Superintendent / Finance
September	Continuous Improvement Plan	Assistant Superintendent
October	Idaho Reading Indicator (IRI) Analysis	Assistant Superintendent / Elementary Principals
October	Star Benchmark Data Analysis	Assistant Superintendent / Elementary Principals
December	Preliminary Scholastic Aptitude Test (PSAT) Data Analysis	Assistant Superintendent / Secondary Principals
December	Calendar Committee	Superintendent
February	Idaho Reading Indicator Winter Analysis	Assistant Superintendent / Elementary Principals
February	Star Benchmark Data Analysis	Assistant Superintendent /
March	Preliminary Staffing Proposal	Superintendent / Director of Finance
April	Preliminary Budget for FY23	Director of Finance
May	Scholastic Aptitude Test (SAT) Data Analysis	Assistant Superintendent / Secondary Principals
May	Student and Parent Engagement Analysis	Principals
May	Major Maintenance Projects Upcoming	Superintendent / Director of Operations
May	Student Handbooks	Principals
June	Idaho Reading Indicator (IRI) Spring Analysis	Assistant Superintendent / Elementary Principals
June	Idaho Standards Achievement Tests Analysis (ISAT)	Assistant Superintendent / Principals
June	Annual Budget Hearing	Superintendent / Director of Finance
June	Staff Exit Interviews Summary	Human Resources

LEA # 61	LEA Name: Blaine County School District
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METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	https://idahoschools.org/districts/061
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Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets (blue shaded metrics are required)

Goal	Performance Metric	2022-23 Performance Targets (From LEA's 2022-23 CIP)	2023-24 Performance Targets (LEA's Chosen Goals)
All students will be college and career ready	4-year cohort graduation rate	2022 cohort 92.0%	2023 cohort 88.0%
	5-year cohort graduation rate (optional metric)	2021 cohort 95.0%	2022 cohort 86.0%
	% of students who meet the college ready benchmark on the college entrance exam (optional metric)	35.0%	35.0%
All students will be prepared to transition from middle school / junior high to high school	% students who score proficient on the grade 8 Math ISAT	50.0%	40.0%
	% students who make adequate growth on the grade 8 Math ISAT	60.0%	60.0%
	% students who score proficient on the grade 8 ELA ISAT	70.0%	55.0%
	% students who make adequate growth on the grade 8 ELA ISAT	60.0%	60.0%
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	47.0%	39.0%
	% students who make adequate growth on the grade 6 Math ISAT	60.0%	60.0%
	% students who score proficient on the grade 6 ELA ISAT	55.0%	55.0%
	% students who make adequate growth on the grade 6 ELA ISAT	60.0%	60.0%

Section II: Literacy Proficiency & Growth Metrics - Current & Previous Year Targets (Section II data is required)

Goal	Performance Metric	2022-23 Performance Targets (From LEA's 2022-23 CIP)	2023-24 Performance Targets (LEA's Chosen Goals)
All students will demonstrate the reading readiness needed to transition to the next grade	% students who score proficient on the Kindergarten Spring IRI	65.0%	56.0%
	% students who score proficient on the Grade 1 Spring IRI	65.0%	56.0%
	% students who score proficient on the Grade 2 Spring IRI	70.0%	49.0%
	% students who score proficient on the Grade 3 Spring IRI	72.0%	59.0%
	% students who score proficient on the Grade 4 ELA ISAT	55.0%	43.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	70.0%	60.0%

Section III: How LEA Measures Progress Towards Literacy Goals and Targets (required)

Instructions: To indicate how your LEA intends to measure your progress towards your literacy goals and targets, you may choose to complete either Section III.A or Section III.B. Section III.A allows you to identify at least one LEA Chosen Performance Metric (note that it must be distinctly different than the metrics listed in Sections I and II), which may be consistent with previously chosen LEA chosen metrics. Section III.B allows you to address your plan to measure progress through a short narrative.

Section III.B: Narrative on Measuring Literacy Progress

Instructions: If you are choosing to use section III.B to address the Section III requirement, please use the box below to provide a brief narrative describing how your LEA is measuring your progress towards your LEA's literacy goals and targets. Please note that your description *must* include at least one clear performance metric that is measurable, has a performance target / goal for 2023-24, and is distinctly *different* from the required metrics in Sections I and II, above.

Blaine County School District is committed to literacy for all students. The BCSD literacy plan is our districts roadmap for teaching literacy and providing support so all learners have the opportunity to become proficient readers. The district is committed to implementing a guaranteed and viable curriculum, universal screening and diagnostic assessments, and a consistent system of intervention practices.

BCSD staff have been engaged in extensive professional development around science of reading instructional strategies including: the Idaho SMART literacy cohort training, Orton Gillinham training through the insitute for multi-sensory education (IMSE), the Sun Valley Early Literacy Summit, and others. Blaine County School District is committed to embedding PLCs (Professional Learning Communities) throughout our system, we believe that focused collabortation, curriculum alingment, and sharing or innovative strategies will allow the district to achieve our student achievement goals of exceeding state averages in student literacy rates including all sub-pop categories. We believe that a strong RTI (Response to Intervention) model is essential to achieving this goal. We are confident that progress on these measures will result in literacy growth for all students.

BCSD Literacy Plan**Section IV.B: Narrative on Measuring College and Career Advising and Mentoring Progress**

Instructions: If you are choosing to use section IV.B to address the Section IV requirement, please use the box below to provide a brief narrative describing how your LEA is measuring your progress towards your LEA's college and career advising and mentoring goals and targets. Please note that your description must include at least one clear performance metric that is measurable, has a performance target / goal for 2023-24, and is distinctly *different* than those required in Section I, above.

Blaine County School District is committed to providing all students with college and career mentoring and guidance.

BCSD employs two full-time college and career advisors who deliver robust services to high school students to promote a culture of college and career readiness, to spreadawareness of opportunities including financial support, to provide support and guidance with applications, college/career fairs, and more.

Beginning in 8th grade all BCSD students develop a four-year plan with the assistance of district counselors and their parents. This plan is updated annually and is used to guide academic choices. All BCSD students begin taking the PSAT in 8th Grade and will take the exam annually through the 10th grade and then the SAT exam in 11th Grade. Additionally, a senior student survey is conducted at the start of the school year at each high school to identify how many students identify as "do not have a post-high school plan." College and career advisors will then target services to this population. Services will include formal and informal interest inventories and career assessments with follow-up as to how this information connects to accessing post-secondary education or training. Additionally, college and career advisors will guide grade-11 students through their YouScience career profiler by April 1, 2023. YouScience is accessible for free through our college management system, Scoir. We plan to have a 70% YouScience completion rate. YouScience is comprised of 11 scientifically-based "brain games." These exercises produce dominant Holland code results for each student, and they ultimately suggest "great," "good" or "fair" career fits based on aptitudes, interests, or both. YouScience will be delivered in group settings through Advisory or Home Room at each school, respectively.

And finally, college and career advisors have identified key terms and concepts students need to independently navigate career and college terrain. Advisors will conduct a pre- and post-test of "college and career readiness" terms and concepts to grade-11 students district-wide. 50% of the students will complete both tests. The pre-tests will take place by November 1, 2023. The results will guide the advisors on which topics to address in each school. The post-tests will take place between April 15 - June 1, 2024.

Section V: Report of Progress Narrative (required)

Instructions: In the provided box, please address the progress your LEA made towards your 2022-2023 Performance Targets (as chosen for your 2022-2023 CIP and included in the sections above). We recommend your reflection include a) your successes in meeting performance targets; b) your areas of challenge (including those where previously set performance targets were not met); and c) any plans you have to build on your success and/or address challenges. You may expand the size of the box, if needed.

7.0 Student Achievement :

- a. District Guiding Coalition responsible for implementation of the PLC culture in our system of operations. Develop and implement consistent expectations and structure for the established common collaboration time.
- b. Building Leadership Teams responsible for ensuring all departments implement guaranteed and viable curriculum, unpack standards monitor student achievement through formative assessment, provide effective intervention and extension and gather and reflect upon summative assessment data to create a cycle of continuous improvement.
- c. Be accountable to student achievement goals and actively monitor student learning throughout the learning cycle by using formative and summative assessment aligned to state assessment measures.
- d. Curriculum adoption for mathematics and begin the review process for Science.
- e. All students are provided appropriate and effective instruction in the least restrictive environment with a focus on achieving equitable outcomes in student achievement.

7.1 Technology for Performance:

- a. Migrate student information system and learning management systems to Powerschool
- b. Build staff capacity to effectively utilize the assessment and data dashboard program Performance Matters in BCSD as part of PLCs
- c. Begin phased in WIFI upgrades to WIFI 6
- d. Replace end of life switches in comm rooms
- e. Deploy centralized printing plan

7.2 School Facilities and Environment

- a. Design and implement a new master key system with all district buildings on the new system.
- b. Develop and complete field and facility master plan.
- c. Develop a 5-year plan to be upgraded annually, to address new issues, programming changes, or curricular needs.
- d. Complete Plant Facility Levy Projects per schedule.

7.3 School Community Public Relations:

- a. The district shall communicate effectively with students, families, community stakeholders, and staff.
- b. Revise the current district mission and vision statements and logo.
- c. Engage a wide range of community stakeholders in a five-year strategic planning process.
- d. Implement the new student information system Powerschool and evaluate and promote parent engagement.

7.4 Stewardship of Financial Resources

- a. Operate a balanced budget and achieve clean audit results.

7.5 Quality Personnel

- a. Transition to an electronic filing and records retention system.
- b. Continue to expand the work of the housing task force committee to serve more employees.
- c. Expand the Grow Your Own Program to phase 3 and evaluate the effectiveness of phases 1 and 2.
- d. Explore recruitment/retention strategies for hard-to-fill vacancies.

Section VI: Notes (Optional space for contextual information about data and/or target-setting process)

Section VII: Staff Performance - Previous Year Results & Current Year Performance Targets

(Section VII is required; metrics should be aggregated by grade and subject, as appropriate)

Important Note: Data should only be provided in the 2022-23 RESULTS column for groups of teachers / staff of 5 or more who use the same assessment tool. If your teacher / staff group is fewer than 5, please enter "n size" in the 2022-23 RESULTS column.

Instructions: Identify the staff group using the Grade(s) and Subject(s) fields. Note that all staff in a group should use the same assessment tool, which you should identify. Provide the 2022-23 Performance Target for that group, as identified in your LEA's 2022-23 CIP. If you did not set a target for that group last year, enter "Not Available." Provide the 2022-23 Results for the group (provided the group is 5+). Then use the far right column to set a 2023-24 Performance Target (goal) for the % of students in that group who will meet their target in the 2023-24 school.

Grade(s)	Subject(s)	Performance Metric	Assessment Tool	2022-23 Performance Targets (From LEA's 2022-23 CIP)	2022-23 RESULTS	2023-24 Performance Targets (LEA's Chosen Goals)
K	ELA	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	IRI	65.0%	54.0%	56.0%
1st	ELA	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	IRI	65.0%	47.0%	56.0%
2nd	ELA	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	IRI	70.0%	49.0%	49.0%
3rd	ELA	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT ELA	55.0%	41.0%	43.0%
4th	ELA	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT ELA	55.0%	47.0%	43.0%
5th	ELA	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT ELA	55.0%	53.0%	45.0%
6th	ELA	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT ELA	55.0%	50.0%	55.0%

7th	ELA	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT ELA	70.0%	53.0%	57.0%
8th	ELA	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT ELA	70.0%	56.0%	59.0%
3rd	Math	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT Math	55.0%	40.0%	42.0%
4th	Math	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT Math	50.0%	38.0%	44.0%
5th	Math	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT Math	45.0%	37.0%	46.0%
6th	Math	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT Math	45.0%	37.0%	39.0%
7th	Math	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT Math	50.0%	38.0%	41.0%
8th	Math	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT Math	50.0%	34.0%	43.0%
11th	ELA	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	SAT	55.0%	56%	58.0%
11th	Math	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	SAT	30.0%	36%	38.0%